DOCUMENT RESUME

ED 184 227 EA 012 540

AUTHOR Patterson, Robert S.: And Others
TITLE The Potential and the Reality of Program Evaluation in a Teacher Preparation Institution.
INSTITUTION Alberta Univ., Edmonton. Faculty of Education.
PUB DATE 7 Jun 79
NOTE 67p.: Papers presented in a Symposium on Program Evaluation at the Conference of the Canadian Association for Teacher Education (Saskatoon, Saskatchewan, June 1979). For related documents, see EA 012 536-539.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Beginning Teachers: Educational Objectives: Elementary Secondary Education: Literature Reviews: Models: *Organizational Effectiveness: *Practicums: Program Descriptions: *Program Evaluation: *Schools of Education: *Teacher Education: Teaching Skills
IDENTIFIERS *University of Alberta (Canada)

ABSTRACT

This document contains four papers that examine the issue of program evaluation in the education department of the University of Alberta. The first paper discusses the creation of an office of program evaluation, its purpose, and future. The implementation of a model to guide program evaluation activities is discussed in the second paper. In addition, an examination is made of two studies dissecting both the skills and skill needs of beginning teachers who were graduates of the university's teacher education program. The third paper discusses the application of an organizational effectiveness model to program evaluation. Finally, the fourth paper examines the involvement of personnel in the evaluation of an education practicum. Companion publications examine other aspects of the teacher preparation program. (Author/LD)

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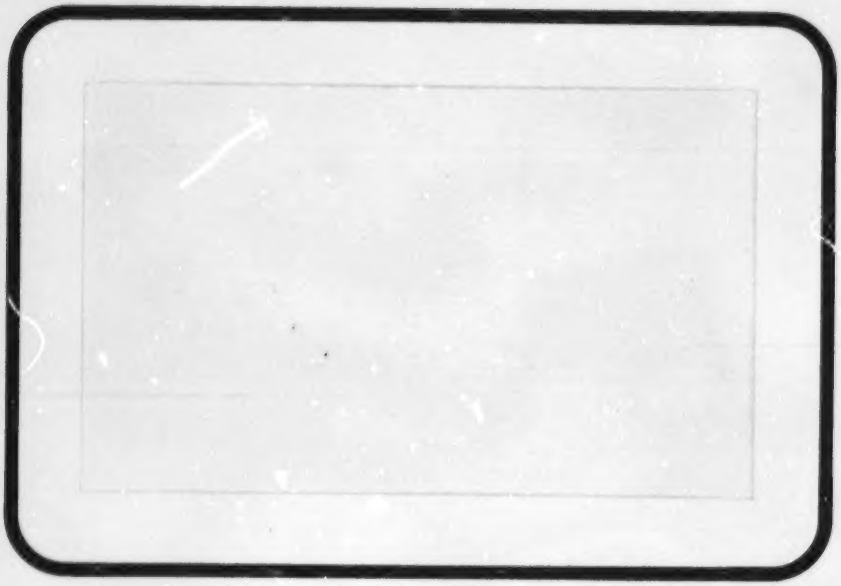

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FACULTY OF EDUCATION
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THE POTENTIAL AND THE REALITY OF PROGRAM EVALUATION IN A TEACHER PREPARATION INSTITUTION

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Papers Presented in a Symposium on Program Evaluation
at the Conference of the Canadian Association
for Teacher Education

Saskatoon, Saskatchewan
June 7, 1979

TABLE OF CONTENTS

		PAGE
Paper 1	THE RELATIONSHIP BETWEEN EVALUATION AND PROGRAM PLANNING IN THE FACULTY OF EDUCATION, R.S. Patterson . .	1
	Background	2
	The Current Approach	3
	Office of Program Evaluation	4
	The Future of Program Evaluation	5
	Critical Issues	6
	Conclusion	7
	References	9
Paper 2	PROGRAM EVALUATION ACCORDING TO FORMULA, E.W. Ratsoy . .	10
	Introduction	11
	Model to Guide Program Evaluation Activities	11
	Studies of Beginning Teachers	14
Paper 3	AN ALTERNATIVE APPROACH TO PROGRAM EVALUATION, L.V. Sloan	23
	Program Evaluation from an Organizational Effectiveness Perspective	26
	The Goals Approach: Study No. 1	29
	Results	30
	The Goals Approach: Study No. 2	31
	Summary	32
	The System Resources Approach	32
	Summary	33
	Conclusions	35

PAGE

References 37

Appendix 38

Paper 4 THE EVALUATION OF AN EDUCATION PRACTICUM: IMPLICATIONS FOR FIELD PERSONNEL, B.J. Caldwell 41

Related Literature 42

Theoretical Background 46

Linkages 48

Adaptability-Flexibility 49

The Individual and the Organization 50

Involvement of Field Personnel in Program Evaluation 51

Findings of General Interest 53

Linkages 53

Adaptability/Flexibility 54

The Role of Cooperating Teacher 54

Implications for Program Development 55

Conclusion 56

References 58

THE RELATIONSHIP BETWEEN EVALUATION AND PROGRAM PLANNING IN THE FACULTY OF EDUCATION

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Presented in a Symposium on Program Evaluation
at a Conference of the Canadian Association
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Saskatoon, Saskatchewan
June 7, 1979

THE RELATIONSHIP BETWEEN EVALUATION AND PROGRAM PLANNING IN THE FACULTY OF EDUCATION

This symposium provides an overview of a systematic approach to program evaluation undertaken in the Faculty of Education, University of Alberta, from 1977 to 1979. The endeavor was centred, in large part, in the Office of Program Evaluation. The purpose of my introductory paper is to examine (1) the events leading up to the creation of the office, (2) the purposes to be achieved and (3) the future of program evaluation in the Faculty. The paper concludes with an identification of critical issues we face in establishing an effective, permanent, self-renewing capacity for program evaluation at the University of Alberta. Details of the work carried out during the two-year period will be provided by my colleagues.

Background

Interest in a systematic approach to program evaluation was evident long before the office was established. The August, 1969, report of the B.Ed. Revision Committee, for example, recommended that:

> . . . a mechanism for feedback from faculty, students, and all concerned individuals and agencies be built into the proposed program to provide for continuing modification and improvement. [p. 3]

In a further report to the Faculty of Education Council (Faculty of Education, 1969:12), the third of the six recommendations concerning the proposed B.Ed. program stated: "It is recommended that an agency be designated to evaluate the various programs." The report noted that "Evaluation of the basic framework and the various [new

teacher education] models is essential if continuous review, alteration, and improvement of the B.Ed. degree is to be accomplished."

In general, there was a clear concern over the fact that the Faculty did not seem to be engaged in on-going program evaluation. Instead, the approach seemed to be one of introducing changes which became relatively fixed in nature. There was thus a preference for a more dynamic model of curriculum revision and development.

The Current Approach

The call for a broadly-based evaluation effort was renewed in 1977. The Undergraduate Studies Revision Committee of the Faculty (Faculty of Education, 1977:9) recommended that:

> The Faculty undertake to continuously monitor its courses and programs, coordinate the development and implementation of revisions and stimulate and facilitate change when appropriate; and that the Faculty support a planned, integrated and coordinated program of research on teaching and teacher preparation.

While the continuing need for a systematic approach was a major factor, there were two additional developments which gave impetus to the adoption of the current approach. The first of these was associated with the introduction of an extended, thirteen week practicum. The Department of Advanced Education and Manpower provided a grant of approximately $1 million per year over four years to the University of Alberta to help support such a program. A condition of this grant was that studies be conducted to provide data of value in future decisions related to the practicum. The proposal to the Department of Advanced Education and Manpower contained the following three major evaluation objectives:

1. To determine the effectiveness of the various forms of the practicums currently available to education students;

2. To examine the organizational structure and inter-organizational relationships associated with the Education Practicum with the object of determining the strengths and weaknesses of the existing structure; and

3. To develop formative and summative procedures to be used with the new practicum arrangements.

The other factor contributing to the current approach was associated with the dissatisfaction expressed by some school trustees with the quality of beginning teachers. The view was expressed at the Board of Teacher Education and Certification of the province that an external body should conduct a study of teacher education. Within the Faculty, the institution of an office of program evaluation and the promise of a serious self-examination served in some measure to "defuse" the demand for external evaluation.

Office of Program Evaluation

The position of Assistant Dean, Program Evaluation, was established on July 1, 1977. Eugene Ratsoy of the Department of Educational Administration was appointed to that office on a two-thirds time basis.

The specific responsibilities assigned to the Assistant Dean were:

1. To organize, install and maintain a system for the evaluation of courses and programs within the Faculty;

2. To initiate and conduct research studies; and

3. To advise individuals and groups on program evaluation in the Faculty.

Gene will outline in greater detail the manner in which these terms of reference were implemented.

One characteristic of the Office should be elaborated at this point; namely, its temporary nature. It was not intended that the Office be institutionalized, with long-term staff appointments and a centralization of the evaluation process. In this respect, the Office of Program Evaluation may be considered an example of a "temporary system" in the sense defined by Hopkirk (1977:5):

> . . . an organizational form designed to complete a task, solve a problem or bring about a condition. The system from its inception [is] known to be of limited duration and the criteria for dissolution [are] known to the membership.

These characteristics can be clearly identified in the term of the appointment and the specific responsibilities associated with the Office.

The Future of Program Evaluation

The Assistant Dean, Program Evaluation, will complete his work on June 30, 1979. The two-year project has brought about the "condition" sought at the outset; namely, to elevate evaluation studies in the Faculty of Education. Most, if not all members of staff have been involved in one or more projects which have been undertaken during the last two years.

How do we propose to meet the continuing need for program evaluation? We believe that the next step is to "decentralize" the process; that is, we hold the view that program evaluation should in future be initiated and implemented at levels closer to those involved in program development.

In a related development, the recently-created Committee on Course and Program Review and Approval has established a policy wherein

Departments are now required to establish procedures for evaluation as new courses and programs are introduced. This policy is a further reflection of our view that future program evaluation should occur at levels close to the "action."

Some studies will be undertaken at the request of the Dean. Their nature and number will depend on the effectiveness of our plans for evaluation at the Department level.

Critical Issues

The Faculty of Education is clearly committed to the need for and value of program evaluation. However, our plans for the future and our continuing reflections suggest three critical and related issues:

1. *How can Departments become more centrally involved in the process of evaluation?* The desirability of a change in this direction seems clear. Dressel (1976:x) has argued that:

> . . . any evaluation process is unlikely to be effective unless those involved in the process and in the ultimate decision (and these may not be the same people) have a thorough understanding of the instruments (tests, inventories) used and the data collected.

There has already been extensive involvement of faculty members in our efforts to date; our next stage should bring more. Apart from providing appropriate funding, we are now challenged to achieve effective implementation of the new policy.

2. *How can evaluation become a more vital aspect of program revision and development?* We feel we have made good progress in raising the profile of evaluation in our Faculty. Departments are starting to systematically incorporate evaluation findings in their

annual program planning. Our concern is to now institutionalize these trends.

3. *How does one respond to individuals and Departments who challenge or discredit research studies or decline to act on their recommendations?* Dressel (1976:ix-x) offers a view which should temper our expectations in this regard:

> My . . . conviction is that formal evaluation, no matter how well conceived, will never be the sole basis of major decisions for two reasons. First of all, since some of the factors involved in a decision are highly subjective, affect and politics are as much involved as evidence. Evaluation, when carefully done, may temper these but never eliminate them. In the second place, evaluation itself deals with complex relationships between processes and outcomes and is therefore often ambiguous. Assumptions, interpretations, and especially the imputation of causal relationships among inputs, processes, and outcomes are all subject to critical reviews.

Worth (1978:5), writing in the context of policy research, offered another perspective in citing a study which found that the most frequent users of research tended to treat information "very much as they do the daily news." The same view can clearly be applied to our efforts in program evaluation.

Conclusion

Dressel (1976:19) has reminded us that "a final step in any evaluation process should be an evaluation of the evaluation." Returning, then, to the notion of temporary systems which we have applied to the Office of Program Evaluation, there is evidence (Hopkirk, 1977) to suggest that effectiveness in such systems is associated with adequate resources, well-defined task demands, facilitative processes and a specific product. We feel that our

efforts in the last two years have in large measure met these criteria. We are now challenged to address and resolve the critical issues for the next stage if we are to have the capacity for self-renewal which the times demand.

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PROGRAM EVALUATION ACCORDING TO FORMULA

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Presented in a Symposium on Program Evaluation
at a Conference of the Canadian Association
of Teacher Education

Saskatoon, Saskatchewan
June 7, 1979

PROGRAM EVALUATION ACCORDING TO FORMULA

INTRODUCTION

The so-called program appraisal and review (PAR) approaches in higher education are receiving substantial attention in current literature on program evaluation perhaps because of their focus on needs assessment procedures designed to identify areas of weakness in existing programs. Such efforts aim at facilitating, and perhaps rationalizing program improvement activities. The "products" of these newer PAR efforts are thought to have higher utility for curriculum designers and policy makers in institutions such as those which prepare teachers. The approach is generally more comprehensive than earlier ones have been and involves simultaneous monitoring of a variety of factors such as funds, personnel, student intake, quality of service and outcomes.[1]

The program evaluation activities at the University of Alberta Faculty of Education began with a similar premise concerning the utility of an all-inclusive program evaluation model.

MODEL TO GUIDE PROGRAM EVALUATION ACTIVITIES

Program evaluators in teacher education settings face a number of challenges associated with their efforts. Not the least of these is the development—or choice—of an appropriate evaluation model to

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[1] Jack L. Franklin and Jean H. Thrasher, An Introduction to Program Evaluation. (New York: John Wiley and Sons, 1976), p. 22.

guide the program evaluation activities in which they engage. Other problems that confront them include the selection of appropriate data collection procedures, how to disseminate the results and convince the readers of the validity of the findings, and how to generate data that will be perceived as valid by the research methods people and by those who distrust quantitative analyses.

Our attempt at implementing a continuous quality control process at the University of Alberta began with the development of a model displaying potential data sources which could be tapped in a comprehensive approach to program evaluation. Not all sources shown have been tapped. The model was based in part on the work of Clarke, Konrad, Ottley and Ramer.[2] It appears in Figure 1 and reveals that a complete program evaluation system involves the collection of data from a variety of individuals, including students, instructional and administrative staff within the Faculty and various sources in the environment. Since teacher education programs have a practicum component, the obvious sources beyond the Faculty include cooperating teachers who supervise student teaching and principals of the schools which provide the practicum experience.

The seven stages of the student flow model identify possible data generation points for program evaluation in the Faculty extending from pre-entry to in-service performance. Within the past two years many studies of existing programs have been undertaken in the Faculty—some at the initiative of the Office of Program Evaluation, many others

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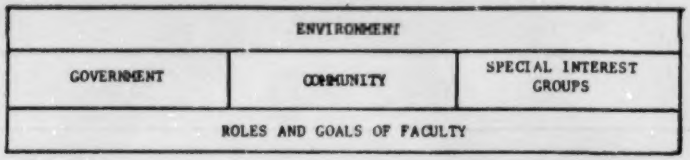
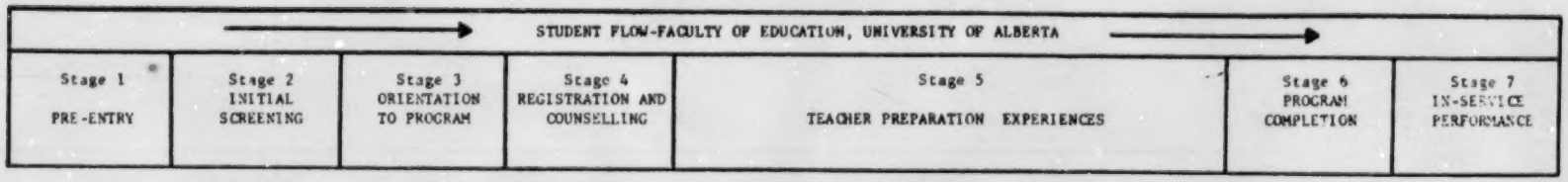
[2]Neil Clarke, Abram G. Konrad, Horace Ottley and Robert Ramer, "A Systems Approach to Follow-up Studies in Community Colleges." Occasional paper published by the Department of Educational Administration, University of Alberta, February, 1973.

FIGURE 1

POSSIBLE DATA GENERATION POINTS FOR PROGRAM EVALUATION




STUDENT FLOW-FACULTY OF EDUCATION, UNIVERSITY OF ALBERTA
Stage 1 PRE-ENTRY
Stage 2 INITIAL SCREENING
Stage 3 ORIENTATION TO PROGRAM
Stage 4 REGISTRATION AND COUNSELLING
Stage 5 TEACHER PREPARATION EXPERIENCES
Stage 6 PROGRAM COMPLETION
Stage 7 IN-SERVICE PERFORMANCE

INPUTS

RESOURCES

HUMAN Staff
Students

PHYSICAL Facilities
Equipment
Materials
Financial

IDEATIONAL Program design
Course structure
Course content

PROCESSES

INSTRUCTIONAL SUB-SYSTEM

STUDENT INTERACTIONS WITH:
STUDENTS
INSTRUCTIONAL STAFF
ADMINISTRATIVE STAFF
SUPPORT STAFF
MEDIA
FACILITIES
OTHERS

INSTRUCTIONAL STAFF INTERACTIONS WITH:
STUDENTS
INSTRUCTIONAL STAFF
ADMINISTRATIVE STAFF
SUPPORT STAFF
MEDIA
FACILITIES
OTHERS

STUDENT-STAFF INTERACTIONS RELATIVE TO OBJECTIVES

ADMINISTRATIVE SUB-SYSTEM

SUPPORT ACTIVITIES
STUDENT SERVICES
PROGRAM DEVELOPMENT
PROGRAM EVALUATION
INSTRUCTIONAL SUPPORT
RESEARCH SUPPORT
BUDGET AND PLANNING
FACILITIES
FACULTY COMMUNITY LIAISON

OUTPUTS

1. QUALITY OF GRADUATES
2. QUANTITY OF GRADUATES
3. TYPES OF GRADUATES
4. GRADUATES IMPACT ON ENVIRONMENT
5. FACULTY IMPACT ON ENVIRONMENT

by various individuals and groups interested in evaluating particular courses or programs within the Faculty. These studies, when classified according to the student flow stage with which they seem to be most closely associated, were found to centre mainly on stage 5, the teacher preparation experiences themselves, and in particular that aspect of stage 5 which concerns the education practicum. This is not surprising since both practicum and the teacher education programs at the University of Aiberta are currently the objectives of considerable attention and change. No major evaluative studies with a focus on stages 1 through 4 were undertaken, that is, the pre-entry, initial screening, orientation to program, or the registration and counselling stages.

Some evaluative activity has centred on stage 6, the program completion stage, and other interesting work has focused on stage 7, the in-service performance stage. Both Leroy Sloan and Brian Caldwell will report on the procedures and findings of selected stage 5 studies. Below, attention is given to a couple of stage 7 studies completed within the past few months.

STUDIES OF BEGINNING TEACHERS

Two studies of the skills and skill needs of beginning teachers who were graduates of the University of Alberta teacher education program were undertaken recently, one of these in 1977-1978, the other during the past winter session.[3]

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[3]Eugene W. Ratsoy, Nelly McEwen and Brian J. Caldwell. Skills of Beginning Teachers and Perceived Effectiveness of Preparation Programs. Faculty of Education Program Evaluation Monograph No. 4. Edmonton:

The first of these was designed to identify skills required by teachers and to facilitate an "external" evaluation of the degree to which the teacher preparation program at the University of Alberta assisted the beginning teacher in developing these skills. The object was to gather information which would form a part of the data base which the Faculty desired to assist it in redesigning the teacher preparation program.

The list of teaching skills included in the instrument used was developed in the following manner. First, all Faculty members were asked to list the five teaching skills they felt were most important. On the basis of the responses given to this open-ended question, a structured instrument consisting of 24 teaching skills was constructed. This instrument was then sent to all Faculty members who were asked to select the five most important teaching skills, the five least important teaching skills and those teaching skills which they felt should not be included in the instrument. Based on Faculty members' responses to the items contained in this instrument and a pilot test of the instrument involving 107 undergraduate students, changes in the wording of some skills were made and three skills were deleted.

The new 21 item questionnaire was then circulated to 108 beginning teachers within a fifty-mile radius of Edmonton. The stratified random sample included urban, suburban and rural classroom beginning teachers. In addition to the beginning teachers, their 42

University of Alberta, March, 1979.

William P. Baergen, Robert W. Kinahan and David Yakomowich, Professional Preparation and First Year Teacher Competencies: An Analysis. Faculty of Education Program Evaluation Report. Edmonton: University of Alberta, April, 1979.

immediate supervisors were invited to participate in the study.

Data were collected by two methods, written questionnaire and interview. In the first section of the questionnaire, participating beginning teachers and their supervisors were each asked to select from the list of 21 teaching skills, the five which they considered most important and the five they considered least important. In the second part of the beginning teachers' questionnaire, respondents were required to estimate how well they were doing in each skills area. Supervisors were asked to provide a similar assessment of each beginning teacher. In part three of the beginning teachers' questionnaire repondents were requested to estimate how well the teacher education program had prepared him or her in each of the skills areas. Both groups of respondents were also invited to provide additional information that they considered relevant to this project.

In addition to the questionnaires, structured interviews were conducted with the same group of beginning teachers. The purpose was to gather more detailed information and to elaborate on specific responses to the questionnaire. Descriptive data related to selected personal and demographic variables were collected during these interviews. Structured interviews were also conducted with the immediate supervisor of each novice teacher to obtain an assessment of the overall performance, and specific strengths and weaknesses of the initiates.

The 1978-1979 study had a number of features in common with the earlier study. It did have some noteworthy differences. The list of skills used in the questionnaire part of the study was expanded to 32 and the labels of three of the six skills categories

were changed. More teachers outside the Edmonton metropolitan area were included. In addition to the interviews of beginning teachers, some classroom observations were undertaken by the survey team.

Several generalizations emerged from the two studies concerning teaching skills, and the performance of novice teachers in various skills areas. Among these are:

1. The rankings of teaching skills in terms of their importance for teaching were highly consistent among education seniors, novice teachers, in-school resident supervisors and Education Faculty members at the University of Alberta. This is reassuring in view of the need for program developers to focus their efforts on the development of a manageable, perhaps standard, set of competencies. Table 1 attached provides the detailed findings for the first study.

2. The fairly high degree of agreement associated with the "most important" and "least important" skills may suggest areas of concentration, or at least a point of departure, for the development of the "teaching competency" of prospective teachers.

3. The general reaction that all or most of the teaching skills mentioned in the questionnaire were important tends to add validity to the process used in identifying the 21 skills of the first study and the 32 of the second.

4. The general confidence of most beginning teachers, evident from the self-reports and supervisor ratings that they were doing at least adequately in each of the skills areas, is reassuring (see Table 2). On the other hand with respect to most of the other skills at least a few respondents and in a limited number of cases a large

Table 1

Importance of Various Teaching Skills as Perceived by Four Groups of Respondents

Skills	Rankings Based on Respondent Selection of Five Most Important Skills: Supervisors N = 41	Beginning Teachers N = 107	Student Teachers[1] N = 107	Education Faculty Members[1] N = 64	Ranking of Mean of Four Ranks
Managerial					
1. Handle routines	14.5*	18	15.5	16.5*	17
2. Control students	1	1	1	6.5*	1
Curricular					
3. Specify objectives	8.5*	10	9	4.5*	9
4. Select content	18	9	11	14.5*	12
5. Organize material	7	7	6	11.5*	8
6. Plan instruction	2	5	4	1	3
Methodological					
7. Present information	5	6	5	8	5
8. Explain	14.5*	12	13.5	13	13
9. Question	14.5*	13	8	11.5*	10
10. Summarize	20*	21	19	20*	20.5*
11. Utilize media	20*	19	18	16.5*	19
Interpersonal					
12. Establish rapport with students	3	8	7	6.5*	6
13. Motivate students	4	2	2	3	2
14. Accommodate individual student differences	10.5*	4	10	4.5*	7
15. Encourage student participation	12	11	13.5	18	14
16. Work with others on staff	8.5*	17	21	20*	18
Ecological					
17. Group students	20*	20	20	20*	20.5*
18. Arrange physical learning environment	17	14	12	14.5*	16
Evaluative					
19. Diagnose learner needs	6	3	3	2	4
20. Monitor progress	14.5*	16	17	9	15
21. Assess achievement	10.5*	15	15.5	10	11

*Indicates tied ranks.

[1]Information collected in pilot test.

Table 2

Supervisor Ratings and Self-Ratings of Beginning Teachers *Performance for Twenty-One Teaching Skills*

Skills	Mean[1] of Supervisor Ratings	Mean[1] of Self-Ratings	Results of t-Test of Differences between Means
Managerial			
1. Handle routines	2.25	2.23	NS[2]
2. Control students	2.47	2.36	NS
Curricular			
3. Specify objectives	2.34	2.69	Supervisors higher
4. Select content	2.37	2.52	NS
5. Organize material	2.24	2.48	Supervisors higher
6. Plan instruction	2.22	2.31	NS
Methodological			
7. Present information	2.36	2.28	NS
8. Explain	2.39	2.27	NS
9. Question	2.61	2.40	Teachers higher
10. Summarize	2.59	2.76	NS
11. Utilize media	2.64	2.97	Supervisors higher
Interpersonal			
12. Establish rapport with students	2.26	1.84	Teachers higher
13. Motivate students	2.45	2.43	NS
14. Accommodate individual student differences	2.62	2.90	Supervisors higher
15. Encourage student participation	2.37	2.33	NS
16. Work with others on staff	1.93	2.03	NS
Ecological			
17. Group students	2.57	2.75	NS
18. Arrange physical learning environment	2.52	2.71	Supervisors higher
Evaluative			
19. Diagnose learner needs	2.59	2.87	Supervisors higher
20. Monitor progress	2.49	2.78	Supervisors higher
21. Assess achievement	2.54	2.70	NS

[1]Means were computed on the basis of the following scores:
1 = Very well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very poorly.

[2]NS = Difference in means not significant at the .05 level.

proportion reported doing poorly or very poorly. Also, as evident in Table 3, large numbers of respondents rated the university preparation as poor or very poor for the majority of skills. These findings may have a number of possible implications:

a) They may identify areas where the teacher education program should be strengthened;

b) They may point up areas for concentration in teacher in-service programs;

c) They may indicate traits which are developable neither in the preparation program nor on-the-job but which should form the criteria for screening candidates as late as the point of entry into the profession or earlier at the point of selection for the preparation program.

5. The absence of marked differences in the self-perception of competency across the various teaching skills between males and females, between elementary and secondary teachers and among rural, suburban and urban teachers suggests that the skills utilized in the studies were probably general rather than situation specific.

6. Skill development in the specialized programs—Early Childhood, Special Education and the Elementary Integrated Program (Plan B)—seems to be much more positively viewed by respondents than it is for the more "conventional" programs.

7. The "faith" in the practicum and what it can do for prospective teachers seems almost universal.

8. Skill development tailored to each individual's skill

Table 3

Beginning Teacher Ratings of Their University Preparation

Skills	Average Self-Rating of Performance[1]	Average Rating of University Preparation[1]	Discrepancy[2]	Percent Rating University Preparation Poor or Very Poor
Managerial				
1. Handle routines	2.24	3.69	-1.45	60
2. Control students	2.38	3.88	-1.50	72
Curricular				
3. Specify objectives	2.69	2.58	.11	14
4. Select content	2.51	3.33	-.82	41
5. Organize material	2.49	3.33	-.84	43
6. Plan instruction	2.31	3.13	-.82	36
Methodological				
7. Present information	2.26	3.01	-.75	32
8. Explain	2.24	3.17	-.93	40
9. Question	2.42	2.92	-.50	26
10. Summarize	2.75	3.12	-.37	34
11. Utilize media	2.97	2.99	-.02	30
Interpersonal				
12. Establish rapport with students	1.81	3.72	-1.91	63
13. Motivate students	2.40	3.34	-.94	46
14. Accommodate individual student differences	2.88	3.67	-.79	59
15. Encourage student participation	2.35	3.46	-1.10	48
16. Work with others on staff	2.04	3.85	-1.81	64
Ecological				
17. Group students	2.76	3.50	-.75	51
18. Arrange physical learning environment	2.73	3.46	-.72	49
Evaluative				
19. Diagnose learner needs	2.90	3.52	-.62	51
20. Monitor progress	2.84	3.51	-.67	44
21. Assess achievement	2.72	3.54	-.82	48

[1]The average ratings shown were computed on the basis of the following scores: 1 = Very well; 2 = Well; 3 = Adequately; 4 = Poorly; 5 = Very poorly.

[2]All differences between means significant except for skills 3 and 11.

needs would seem to be an ideal toward which teacher education program developers should aim.

In addition to these direct findings, there were a number of important by-products of the study, not the least of these being the public relations value. Of the eight school systems invited to participate in the first study, none refused to cooperate; of the 42 principals contacted, none refused; and of the 108 teachers contacted, only one refused. This cooperation was heartening. Secondly, the University of Alberta B.Ed. program was perceived to have many strengths including its strong knowledge dimension, its library resources, its small classes (too few in number), some aspects of the practicum and the high quality of many of its graduates. Thirdly, the interviewees expressed feelings of confidence that weaknesses they perceived in the program could (and should) be remedied.

It was concluded that with continuing efforts at "weighing the baby" a Faculty such as the one at the University of Alberta must ensure that the findings help in "changing its diet." A prime objective should be to ensure that the changes which others see as necessary are given serious attention and that the most promising of these are implemented.

AN ALTERNATIVE APPROACH TO PROGRAM EVALUATION

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Paper Presented in a Symposium on Program Evaluation
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Saskatoon, Saskatchewan
June 7, 1979

AN ALTERNATIVE APPROACH TO PROGRAM EVALUATION

Program evaluation models are numerous. In fact, in a recent presentation to the American Educational Research Association, Gephart (1977:1) reported that over 30 could be found in a review of relevant literature. Various writers (House, 1977; Stake, 1976; Popham, 1975; and Worthen and Sanders, 1973) have constructed taxonomies of such models, the most recent being House (1977). He examined a variety of existing classification schemes and concluded that there seems to be fairly close agreement on the nature of the major evaluation models. House's (1977:1-2) taxonomy together with a brief outline of each class of model (though reordered) is as follows:

> *Goal Free* - Scriven has been primarily concerned with reducing the effects of bias in evaluation. This model reduces the bias of searching only for the program developers' prespecified intents by not informing the evaluator of them. Hence, the evaluator must search for all outcomes. The consumer is the primary audience and Consumer's Union procedures are analogs to this approach.
>
> *Art Criticism* - Evolving from the traditions of art and literary criticism is the model of an educational critic, one who is attuned by experience and training to judge the important facets of educational programs. Eisner is the leading figure.
>
> *Accreditation* - Going back more than 50 years, schools have banded together to evaluate each other. This is ordinarily done by a team of outside professionals visiting on-site. The local people have previously collected information and studied their program according to a set of external standards. The reviewers commend or disapprove of the local programs.
>
> *Adversary* - Quasi-legal procedures have been used by several people to present the pros and cons of a program. The adversary system ensures the presentation of both sides. These evaluations often take the form of trial by jury.

Transaction - This approach concentrates on the educational processes themselves: the classroom, the school, the program. It uses various informal methods of investigation and has been drawn increasingly to the case study as the major methodology. Stake is the leading figure.

Decision Making - The evaluation is structured by the decisions the decision maker needs to make. The evaluator is to supply information on these particular decisions. Sutfflebeam is the major figure here. The methodology tends to be questionnaire and interview surveys. The decision makers are administrators and managers, although the category has broadened somewhat recently.

Systems Analysis - This approach assumes a few quantitative output measures, usually test scores, and tries to relate differences in programs to variations in test scores. The data are often survey data and the outcome measures are related to the programs via correlational analyses. Recently experimental design has been more heavily employed. One of the main antecedents for this approach was systems analysis as developed in the Department of Defense under McNamara. It has served as the major evaluation perspective in the Department of Health, Education, and Welfare since about 1965. (McLaughlin, 1975; House, 1977)

Behavioral Objectives - The objectives of a program are spelled out in terms of specific student performances that can be reduced to specific student behaviors. These behaviors are measured by tests, either norm-referenced or criterion-referenced. Ralph Tyler was the originator of this approach.

Gephart (1977) suggests that the similarities among models may be much greater than the differences. He argues that there are not thirty nor twenty nor ten models of evaluation but one. We assume that the number of different evaluation models must be greater than one merely because ". . . <u>we do not know enough about the process</u> to see that they all fit together let along [sic] to understand <u>how</u> they fit together" (Gephart, 1977:1-2). Gephart suggests that most of the evaluation models now contained in the literature tend to be, at best, partial. Werner (1977:11) states that "to help overcome the limiting effect which any one perspective provides, the evaluator must consciously adopt multiperspectives." The appropriateness of

of including or adopting a particular perspective (model) would appear to be contingent on factors such as the purpose of the evaluation, the particular research questions posed, the availability of particular data sources, and the resources, both human and material, which are at the evaluator's disposal. The utility of any particular perspective may be expected to differ from one situation to another. No one perspective has proven to be universally superior to the others.

The evaluation perspective presented in this paper is not advocated as a panacea. Rather, it is merely an alternative perspective which has proven to be appropriate and useful in evaluating a particular type of program, specifically the teacher education field experience program at the University of Alberta.

PROGRAM EVALUATION FROM AN ORGANIZATIONAL EFFECTIVENESS PERSPECTIVE

Last year the Office of Program Evaluation conducted a multifaceted practicum evaluation which was guided by a framework constructed from the literature on organizational effectiveness. In keeping with the preponderance of the organizational effectiveness literature, two general approaches were employed, the goals and the system resources approach. The goal approach has been defined by Campbell (1976:31) as follows:

> . . . the goal-centered view makes a reasonably explicit assumption that the organization is in the hands of a rational set of decision makers who have in mind a set of goals which they wish to pursue. Further, these goals are few enough in number to be manageable and can be defined well enough to be understood. Given that goals can be thus identified, it should be possible to plan the best management strategies for attaining them. Within this orientation, the way to assess organizational effectiveness would be to develop criterion measures to assess how well the goals are being achieved.

The system resources approach defines effectiveness in relation to the organization's ability to exploit its environment to acquire scarce resources. Campbell (1976:31) defined this approach in the following manner:

> The natural systems view appears to make the assumption that if an organization is of any size at all, the demands placed upon it are so dynamic and so complex that it is not possible to define a small number of organizational goals in any way that is meaningful. Rather, the organization adopts the overall goal of maintaining its viability or existence without depleting its resources. Thus, to assess an organization's effectiveness, one should try to find out if an organization is internally consistent within itself, whether its resources are being distributed judiciously over a wide variety of coping mechanisms, whether it is using up its resources faster than it should and so forth.

The two approaches are not mutually exclusive. Steers, for example, synthesized the two and defines organizational effectiveness as:

> . . . an organization's capacity to acquire and utilize its scarce and valued resources as expeditiously as possible in the pursuit of its operative and operational goals. (Steers, 1977:51)

Three studies focussing on the education practicum have been conducted by our office with the use of the organizational effectiveness perspective. More traditional program evaluation models such as those outlined above might have been used with probably similar results. For example, the application of behavioral objectives and systems analysis type models would likely have provided much of the same information as was collected in these three studies; however, the organizational effectiveness approach allowed us to focus on some aspects of the practicum which may not have been examined had we alternatively used these two program evaluation models. These aspects will be discussed in more detail later in this paper and in another

presentation.[1]

As well, the application of an organizational effectiveness perspective to an evaluation of the practicum was deemed to be appropriate for the following reasons. First, the Faculty of Education is an organization; it meets Hall's (1977:4) definition of an organization as a human collectivity designed to achieve some goal. One of the functions of the Office of Program Evaluation is to monitor the effectiveness of the Faculty in its delivery of programs.

Second, the purposes of conducting the evaluations of the practicum included creating a pool of baseline data in the ongoing evaluation of the practicum. The comprehensiveness of the multivariate organizational effectiveness approach which was used helped achieve these purposes by facilitating the collection of a volume of data relative to a variety of aspects of the practicum.

Third, an examination of the current major issues related to the practicum was possible within the organizational effectiveness framework. These issues related to the goals of the practicum, roles of participants in the practicum, the linkages between the Faculty and external organizations, the adaptability and flexibility of the practicum program, and the satisfaction and efficiency of practicum participants.

Finally, the application of this perspective resulted in certain human, and to a lesser extent, material resources being available to the evaluators. This arose out of the fact that the

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[1]Brian J. Caldwell, "The Evaluation of an Education Practicum: Implications for Field Personnel."

Assistant Dean, Program Evaluation was also instructing a doctoral course in Organizational Effectiveness. The application of the organizational effectiveness framework to an evaluation of the practicum provided these doctoral students with an opportunity to "test out" various theoretical constructs in a practical situation. Benefits therefore accrued to both the Office of Program Evaluation and to the doctoral students involved.

Specific details of the three studies which were conducted using the organizational perspective are contained in Faculty of Education Program Evaluation Reports hence will not be dealt with in great depth here. Rather, an overview of the methodology, examples of findings and implications arising from this use of an organizational effectiveness perspective will be given. The first section deals with the goals approach while an examination of the system resources approach follows.

The Goals Approach: Study No. 1[2]

Two sets of goals of the practicum were addressed in this study, those which were formally stated in the practicum handbook, and the "operative" goals. Operative goals are those which are actually pursued as distinct from ones which are formally enunciated. This study was designed to determine (1) what the operative goals of student teachers, cooperating teachers and faculty consultants were; (2) the extent of agreement among groups of participants as to their

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[2]Eugene W. Ratsoy, Gail R. Babcock and Brian J. Caldwell, Organizational Effectiveness in the Education Practicum Program 1977-78. Evaluation monograph No. 2. Faculty of Education, University of Alberta: Office of Program Evaluation.

perceptions of the operative goals; (3) the extent of congruence between the operative and officially-stated goals; and (4) the extent to which the formally-stated goals had been attained.

Samples of cooperating teachers, student teachers and faculty consultants were asked to (1) list what they considered were the goals of the practicum; and (2) evaluate the extent to which the formally-stated objectives were being achieved.

Results. The results of this first study revealed a wide divergence of opinion among cooperating teachers, faculty consultants and student teachers relative to their perceptions of the operative goals of the practicum. In all, forty-four different goals, representing six broad purposes were identified. These are contained in the Appendix of this paper.

Of these six broad purposes, the development of competencies emerged as the key one as twenty-three of the forty-four goals specified a particular skill or attribute which should be developed during the practicum. Other purposes of the practicum represented in these goal statements included: helping students make decisions re their careers, helping others make decisions re students' careers, helping students gain an awareness of teaching, and giving students an opportunity to practice teaching. As well, several diverse goals were given which may be considered as secondary purposes of the practicum. They are secondary in that groups or individuals other than the student teachers receive prime benefit.

Generally, a high level of congruence was found between the formally stated goals and the broad purposes associated with the operative

goals as perceived by key participants in the practicum. However, one formally stated goal, "to help the student teacher gain an appreciation of the complexities of the learning process" was not included in the 44 operative goals cited.

Generally respondents indicated that they perceived the practicum as achieving the ten officially stated goals only to a moderate extent. High ratings were consistently given to the same three official goals while lowest ratings were consistently given to three other official goals by each group of respondents. Such information suggests changes which are perceived to be most pressing by all groups of practicum participants; however, several key questions remain unanswered.

The Goals Approach: Study No. 2

The second goals study attempted to address some of these unanswered questions including: "What are the perceptions of practicum participants in relation to the level of importance that should be attached to each of the official and operative goals and the level of importance that was attached to each official and operative goal?"

Samples of education students, cooperating teachers and faculty consultants were invited to indicate the level of importance they felt was attached to each of the official and operative goals during the practicum just completed and the level of importance they felt should be attached to each goal. Where official and operative goal statements matched, the official goal wording was used. Neither official nor operative goals were identified as such in the questionnaire. Results of this study are presently being analyzed.

Summary

The goals perspective was found to be useful in that it facilitated: (1) the identification of those goals which practicum participants deem to be important; (2) an assessment of the effectiveness of the practicum relative to the officially-stated goals; (3) a measure of the discrepancy between real and ideal emphases given to both operative and official goals; (4) an indication of the levels of congruence between official and operative goals; and (5) an indication of the degree of agreement among practicum participants relative to operative practicum goals.

A serious limitation of these studies, however, is that the definition of effectiveness is limited to the achievement of goals. The system resources perspective was useful in broadening this definition of effectiveness.

The System Resources Approach

Perhaps one of the most difficult aspects associated with conducting an evaluation is determining the most appropriate (useful) criteria for assessing effectiveness. The system resources approach which was adopted for a study of the practicum programs suggested a number of possible criteria of which the following were selected: (1) a general rating of key actors' effectiveness in fulfilling their roles; (2) satisfaction; (3) efficiency; (4) role ambiguity; (5) role conflict; (6) organizational linkages (formalization, intensity, reciprocity); and (7) adaptability/flexibility (adaptive subsystem, temporary system, boundary spanning).

Data were collected in relation to each of the variables shown in Table 1[3] through interviews and the administration of a variety of questionnaires. Frequencies counts were taken and correlations were calculated among variables.

Summary. Results of this study can be divided into three categories, those dealing with: (1) the role of faculty consultants and cooperating teachers; (2) adaptability and flexibility of the practicum program; and (3) interorganizational linkages. The findings in relation to the role of faculty consultants and cooperating teachers, particularly those related to role ambiguity and role conflict, suggested a need to redefine these roles in order to reduce apparently conflicting demands. Responses from student teachers suggested ways in which these roles might be changed in order to be more helpful to the student teacher. Other findings suggested the need to provide these individuals with more information about the operation of the practicum.

Other findings generally related to those school-based personnel who cooperated in the delivery of the practicum component of the teacher preparation program. These findings will be discussed in another presentation.[4]

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[3]Eugene W. Ratsoy, Gail R. Babcock and Brian J. Caldwell, Organizational Effectiveness in the Education Practicum Program 1977-78. Evaluation monograph No. 2. Faculty of Education, University of Alberta: Office of Program Evaluation, p. 9.

[4]Brian J. Caldwell, "The Evaluation of an Education Practicum: Implications for Field Personnel."

Table 1

Theoretical Background for Study in
Organizational Effectiveness

Approach to Effectiveness	Aspect Incorporated in Study
Goals	1. Actual and Preferred
	2. Achievement
System Resources	1. Satisfaction
	2. Adaptability-Flexibility - adaptive subsystem - temporary systems - boundary spanning
	3. Linkages - formalization - intensity - reciprocity
	4. Roles - role ambiguity - role conflict
	5. Efficiency

CONCLUSIONS

The organizational effectiveness perspective presented in this paper provides an alternative, though not completely new, approach to program evaluation. Its use in a particular situation revealed that it contains many of the elements which are consistent with at least three of the major evaluation model types: the decision making, systems analysis and behavioral objectives models. For example, the goals approach is similar to the behavioral objectives approach in that many specific student performances (competencies) were identified as an initial step. The goals approach is perhaps more comprehensive and realistic in that it addresses the notion of operative, in addition to official, goals. A subset of these goals related to the development of student teaching competencies.

The systems analysis and systems resources approaches are derived from a basic systems perspective. The organizational effectiveness model, however, explicates a greater number of effectiveness criteria and focusses on roles of participants within the system.

Although those associated with a program evaluation office might feel that administrative decisions should be based on the findings of their evaluation studies, the political realities suggest that such information most frequently will temper not determine program development activities. In light of this knowledge, it is encouraging to see changes within the Faculty which find support in recent evaluation studies. Several such changes relate to the studies discussed in this paper. Perhaps the most evident are the changes in goal statements and the explication of roles of practicum participants.

During the past year a new practicum handbook was produced which, among other things, provided practicum participants with more information relative to practicum goals and participant roles. In addition, a new role for faculty consultants was pilot tested in the context of the Elementary Senior Practicums during this past term. As a result substantial information detailing this new role was circulated to participants. Other changes most centrally involved field based personnel and therefore will be dealt with in another presentation.[5]

The application of an organizational effectiveness perspective to program evaluation, at least in the case of the practicum program at the University of Alberta, proved to be of value. As stated earlier, this approach is not to be viewed as a panacea or even as a replacement for more conventional evaluation perspectives. The utility of the approach in the given situation suggests that it may be applied successfully in the evaluation of other similar programs.

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[5]Brian J. Caldwell, "The Evaluation of an Education Practicum: Implications for Field Personnel."

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APPENDIX

Perceptions of the Goals of the Practicum

Cooperating teachers, faculty consultants and student teachers were invited to give their perceptions of the goals of the practicum. Responses were summarized in forty-four goal statements, classified according to broad purposes as follows:

A. Decisions by the Student

1. To provide the student teacher with a basis for determining his suitability for teaching.
2. To help the student teacher make wise career choices in terms of subject specialization, grade and age level taught.
3. To provide the student teacher with an opportunity to determine his strengths and weaknesses so that he may plan his remaining program of studies.

B. Decisions by Others

1. To provide a basis for assessing the potential ability of the student teacher.
2. To screen out those individuals who are unsuited to teaching.

C. Awareness of Teaching

1. To provide the student teacher with an opportunity to become familiar with curriculum, texts, and materials.
2. To provide opportunities for the student teacher to gain a knowledge of professional ethics.
3. To help the student teacher gain an awareness of individual differences among students.
4. To provide an opportunity for the student teacher to observe a variety of teaching techniques.
5. To provide the student teacher with an opportunity to interact with experienced teachers.
6. To expose the student teacher to the organization, procedures and policies of schools and school systems.

7. To help the student teacher gain an awareness of classroom practices, procedures, routines and organization.

D. Development of Competencies

1. To develop the teaching competence of the student teacher.
2. To help the student teacher develop his ability to deal with discipline problems in the classroom.
3. To develop skills in adapting objectives, methods and materials to meet individual differences among students.
4. To help the student teacher increase his repertoire of teaching methods.
5. To help the student teacher learn the "role" of the teacher.
6. To help the student teacher develop administrative skills.
7. To help the student teacher develop planning skills.
8. To help the student teacher develop skills in establishing objectives.
9. To help the student teacher develop his research skills.
10. To help the student teacher develop interpersonal skills.
11. To help the student teacher develop communication skills.
12. To help the student teacher develop skills in using audio-visual equipment.
13. To help the student teacher develop skills in classroom organization.
14. To help the student teacher develop clerical skills.
15. To help the student teacher develop skills in motivating students.
16. To help the student teacher develop skills in dealing with students in a professional manner.
17. To help the student teacher develop evaluation skills.
18. To help the student teacher develop skills in self-evaluation.
19. To help the student teacher develop questioning skills.
20. To help develop professional qualities in the student teacher.

21. To help develop the confidence of the student teacher for working in a variety of classroom situations.

22. To help develop in the student teacher a positive self-image and high self-esteem.

23. To instill in the student teacher a long-term commitment to further skill development.

E. Opportunity to Practise

1. To provide the student teacher with an opportunity to put theory into practice.

2. To provide the student teacher with an opportunity to practise teaching in a real situation.

3. To provide the student teacher with an opportunity to "try out" a variety of teaching methods.

F. Secondary Purposes

1. To provide the best possible experiences for the elementary and secondary students receiving instruction from the student teacher.

2. To help keep the faculty of the University "in touch" with schools.

3. To provide cooperating teachers with information regarding current educational trends, techniques and knowledge.

4. To help renew the enthusiasm of cooperating teachers through a re-evaluation of their teaching methods.

5. To provide the University with feedback which may be used to improve the total teacher training program.

6. To provide a channel of communication between the University and school systems.

THE EVALUATION OF AN EDUCATION PRACTICUM:

IMPLICATIONS FOR FIELD PERSONNEL

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June 7, 1979

THE EVALUATION OF AN EDUCATION PRACTICUM: IMPLICATIONS FOR FIELD PERSONNEL

It is self-evident that evaluation of an education practicum requires a high degree of involvement of personnel in the field. With field placement being the lifeblood of a practicum, administrators and cooperating teachers are clearly an indispensable source of information on matters such as their own roles, the nature of the practicum experience, the preparation and performance of student teachers, and the effectiveness of relationships with the university. While this information may be sought primarily to meet the needs of program planning in the Faculty of Education, it is important to note its value to the field, where many have a stake in the long-term outcomes of teacher preparation programs.

This paper examines two major areas with respect to field personnel: (1) the manner in which they were involved in the evaluation of the practicum program at the University of Alberta in the period 1977-79 and (2) selected findings concerning their roles which may be of interest to persons in other institutions and jurisdictions. The focus is on school-based personnel. A brief review of related literature is included along with an overview of the theoretical framework which guided the collection of data.

RELATED LITERATURE

A re-examination of the field component of teacher preparation programs has been a major feature of evaluation efforts in Canada in recent years. Illustrating this interest were two conferences

sponsored by the Canadian Teachers' Federation (CTF 1974, 1977) and a nation-wide survey of student teachers in eight universities sponsored by the Canadian Education Association (Bessai and Edmonds, 1977). The critical issues have been summarized best by Wilson (1977:7) as being concerned with articulation, sequencing, modelling, expectations, supervision and evaluation.

There has been special interest in the role of the cooperating teacher. The reason is suggested by Dorothy Kirkpatrick (1975) who found general agreement in the literature that:

> . . . the cooperating teacher exerts more influence on future teachers than any other individual. . . . However, greater specificity is needed to identify the role, function, responsibilities, and competencies of cooperating teachers in order for student teachers to receive the help they would like to have during this all important experience.

An examination of the role of the cooperating teacher was undertaken by the Division of Field Services, Faculty of Education, University of Alberta in 1977-78.[1] A comprehensive review of literature included reference to materials collected from 15 Canadian and 7 US institutions. The major questions addressed were concerned with role, criteria for selection, preparation, communication and remuneration. Copies of the report (Field Services, 1978a) were distributed to school-based personnel for reaction prior to the preparation of the 1978-79 practicum handbook.

Cooperating teachers provided information in an evaluation of practicum programs prior to the systematic approach discussed in this

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[1]Also examined were the role of faculty consultant and the process of evaluation of student teacher progress.

symposium. Field Services (1978b) summarized this information for the 1976-77 practicums in Secondary Biological Science, Secondary English and Elementary Education.

Many changes have been made to teacher preparation programs across Canada. The Fifth Yearbook of the Canadian Society for the Study of Education (CSSE, 1978) described some of these. Richards and Thiessen (1978), for example, discussed problems in the supervision of field experiences, giving particular attention to the "burning questions" of (1) improvement of supervisory and evaluative techniques and (2) financing field experiences. Both questions are of critical concern to field personnel.

The role of school-based personnel has also been of critical concern in the United States. Studies have ranged from those small in scope which focus on a specific role in a practicum in a particular institution to large-scale projects which examine the role of school personnel in general. Of particular interest with respect to the latter has been the work of James Cooper and others in the School Based Teacher Educators Project (SBTE) at the University of Houston. The role of the school-based teacher educator was conceptualized as having four variations: full-time and part-time, in-service and pre-service, with Figure 1 [from Cooper et al., 1976] illustrating alternatives. Twenty key competencies were identified and validated in these studies.

Other US studies have focused on the role of the cooperating teacher in the context of achieving a greater integration of theory and practice (Hardingham, 1977), developing a team approach to

	Part-Time	Full-Time
Pre-Service	Supervising teacher of student teachers	Intern consultant Clinical consultant University supervisor
	British Tutor	
In-Service	Team leader Departmental chairperson Principal Staff coordinator Professional tutor	Coordinator Consultant Resource teacher Instructional supervisor Curricular supervisor

Figure 1

The Role of School-Based Teacher Educator
[from Cooper et al., 1976]

school-based supervision of student teachers (Deakins et al., 1977), comparing practices on a regional basis (Kapel and Sadler, 1978; Kapel, 1978), matching student teachers and cooperating teachers on the basis of their educational beliefs (Castle and Aichele, 1977), and relating student teacher effectiveness and satisfaction to the preferred and perceived role of the cooperating teacher (Mayers, 1973).

THEORETICAL BACKGROUND

Theoretical issues in program evaluation are raised by Sloan in another presentation at this Symposium.[1] This portion of the paper focuses on theoretical considerations as they concerned field personnel.

Much of the information collected from or concerning field personnel was descriptive in nature, providing a profile of actual and preferred tasks and time allocations. General assessments of the effectiveness of the program were also sought along with perceptions of its strengths and weaknesses. No explicit or unique theoretical framework guided the collection of these kinds of data. In contrast, however, a framework drawn largely from the literature on organizational effectiveness was of particular value in those aspects of education which concerned field personnel. The key elements of this framework are summarized in Table 1.

A goals approach suggested the need for information on the actual and preferred goals of the practicum as well as perceptions

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[1] Sloan, Leroy V. "An Alternative Approach to Program Evaluation."

Table 1

Theoretical Framework for Involvement of Field Personnel in Evaluation of Practicum Program

Approach to Effectiveness[1]	Aspects Incorporated in Studies
Goals	1. Actual and Preferred 2. Achievement
System Resources	1. Satisfaction 2. Adaptability - Flexibility - adaptive subsystems - temporary systems - boundary spanning 3. Linkages - formalization - intensity - reciprocity 4. Roles - role ambiguity - role conflict 5. Efficiency

[1]These two approaches and their application in program evaluation are explored in another paper presented in this symposium. See Leroy V. Sloan, "An Alternative Approach to Program Evaluation."

of the extent to which the official objectives of the program had been attained. School-based personnel provided information along with faculty consultants and student teachers.

A system resources approach was reflected in the collection of information related to satisfaction, efficiency, linkages, adaptability-flexibility and individual roles. The last three were of special interest as far as field personnel were concerned.

Linkages. A wide array of "field" organizations are associated directly or indirectly with the program at the University of Alberta: Departments of Education and Advanced Education and Manpower, Alberta Teachers' Association, Alberta School Trustees Association, as well as school systems at both central office and building levels.

Marrett (1971:85) defined organizational relations as ". . . a variety of connections between formal groups" and identified five approaches to investigations in this field. One, the relational properties approach, examined the linkage between organizations or systems along each of four dimensions: formalization, standardization, intensity and reciprocity. Andrews (1978:35) reduced these to three: (1) formalization, as indicated by the formality of the agreement establishing the relationship, the formality of coordination, and the standardization of procedures; (2) intensity, as indicated by frequency of interaction and the relative resource investments required by the relationship; and (3) reciprocity, as indicated by the degree to which resources are mutually exchanged and the degree to which the terms of the interaction are mutually agreed. These

dimensions were clearly applicable to an examination of the linkages between the organizations in the field and the Faculty of Education. Of particular interest as far as resource investment is concerned is the position of Practicum Associate, established in 1977-78. Seven individuals are seconded by the Faculty of Education from local school systems, typically for one-year terms, for work in the Division of Field Services.

Adaptability-Flexibility. Measures of adaptability and flexibility are the most frequently-mentioned indicators in the various studies of organizational effectiveness.[1] Campbell (cited by Steers, 1977:41) defined adaptability-flexibility as:

> . . . the ability of an organization to change its standard operating procedures in response to environmental changes, to resist becoming rigid in response to environmental stimuli.

The Practicum Committee of the Faculty of Education was considered to be an instance of an "adaptive subsystem" and "temporary system" within this perspective. The purposes of this committee (Jackson, 1977:1) included the opportunity for "Faculty members and representatives from concerned groups in the educational community to exchange views on practicum issues." The 13-member committee is composed of representatives of each department in the Faculty of Education (6), the Alberta Teachers' Association (2), the Alberta School Trustees Association (1), the Education Students Association (1), and the Conference of Alberta School Superintendents (1), in addition to

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[1] Steers (1975) provided a review of the various models and studies related to organizational effectiveness.

the Associate Dean (Planning and Development) and the Assistant Dean (Practicum).

The literature on environmental dependency and on boundaries between organizations also stressed the importance of "boundary-spanning" activities such as meetings, telephone calls and letters. Osborn and Hunt (1974:241), for example, found evidence in a study of twenty-six small Social Service organizations that interorganizational interaction was "positively and significantly related to effectiveness." Boundary-spanning may be regarded as an important component of the capacity of a Faculty of Education to adapt, especially as it concerns practicum-related matters.

The Individual and the Organization. An organization may be viewed as a system of roles, with smooth functioning of the organization dependent on individuals having (1) some degree of certainty about what other members expect of them (role accuracy), (2) some sense of certainty about how to meet these expectations (role clarity), and (3) agreement with others about what the expectations should be (role consensus). Greene and Organ (1973:95) concluded that ". . . individual activities cannot be coordinated toward organizational goals without role accuracy, clarity and consensus." These considerations were seen to be of prime importance in the design of the various studies which involved or concerned persons in the field with major responsibilities in the practicum.

In addition to interest in actual and preferred roles, particular attention was given to two variables related to role which have been used in a number of studies of effectiveness. Role

conflict was defined by Kahn et al. (1964:19) as ". . . the simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make difficult compliance with the other," while role conflict was defined (Kahn et al., 1964:25) as ". . . the degree to which required information is available to a given organizational position." The various studies have consistently shown a strong relationship between each of these variables and indicators of effectiveness such as job satisfaction, confidence in the organization, and job-related tension. A questionnaire developed by Rizzo, House and Lirtzman (1970) and validated in subsequent studies, was utilized in program evaluation at the University of Alberta.

INVOLVEMENT OF FIELD PERSONNEL IN PROGRAM EVALUATION

Three examples illustrate the manner in which field personnel have been involved in evaluation of the practicum. In a comprehensive study in 1978 (Ratsoy, Babcock and Caldwell, 1978a), 237 cooperating teachers and 42 school administrators in the Edmonton area responded to a questionnaire survey. In another study which focused on organizational effectiveness (Ratsoy, Babcock and Caldwell, 1978b), 139 cooperating teachers and 15 principals in the Edmonton area provided responses to questionnaires as did 8 members of the Practicum Committee. Semi-structured interviews were conducted with the Executive Professional Development Officer of the Alberta Teachers' Association, the Executive Director of the Alberta School Trustees Association, the Associate Deputy Minister of Education, the Assistant Deputy Minister of Advanced Education and Manpower, and three central

office administrators with major responsibilities for the teaching practicum in the Edmonton Public and Edmonton Separate school systems.

A distinctive approach was adopted by the Department of Industrial and Vocational Education which sought the assistance of the Office of Program Evaluation in evaluating its practicum programs. This approach took the form of 3 diagnostic workshops, 2 of which involved cooperating teachers (groups of 11 and 28) with the third involving approximately 30 student teachers. These two-hour workshops were conducted in three stages. The first stage involved the use of the "brainstorming" technique to obtain perceptions of strengths and weaknesses of a practicum completed in early 1979. This technique was employed to identify as many issues as possible for more detailed consideration in the second stage. In the second stage, participants provided individual ratings of the strengths and weaknesses identified in the "brainstorming" activity. A scale from -5 ("a very great weakness") through 0 ("of no consequence") to +5 ("a very great strength") was employed. The third stage involved a more detailed analysis of three items perceived as weaknesses by at least half of the participants. Participants were divided into three groups, each of which was assigned one of these items. Each group (1) identified factors which were perceived to be contributing to the weakness, and (2) suggested alternative solutions. The workshops were conducted by staff from the Office of Program Evaluation with summaries of findings prepared for the Department of Industrial and Vocational Education (see Ratsoy, Sloan and Caldwell, 1979; Caldwell and Peters, 1979 for details of workshops involving cooperating teachers).

FINDINGS OF GENERAL INTEREST

Most findings relate to the particular programs of the Faculty of Education at the University of Alberta in 1978. Summarized below are selected findings of general interest which relate to the theoretical framework discussed earlier in the paper. Only those from the comprehensive questionnaire surveys are included.

Linkages

1. Cooperating teachers, principals and faculty consultants gave perceptions of the extent to which responsibility for various aspects of the practicum program resided in different organizations and individuals. Up to 78 percent of cooperating teachers provided a "don't know" response compared to 20 percent of faculty consultants and 5 percent of principals.

2. Cooperating teachers did not generally consider themselves well prepared for their practicum role.

3. Cooperating teachers claimed they had little involvement in planning the practicum; cooperating teachers and principals reported they had little or no involvement in planning the teacher preparation program in areas other than the practicum and expressed a desire for at least moderate involvement in these areas.

4. Communication related to the practicum was generally considered adequate although advance information about student teachers was thought to be insufficient by many cooperating teachers.

5. Information gathered from external organizations (Alberta Teachers' Association, Alberta School Trustees Association, Department

of Education, Department of Advanced Education and Manpower) and central office administrators in the Edmonton Public and Edmonton Separate systems suggested that communication with the Faculty of Education had improved in the two years prior to the evaluation. This finding reflected the increased interest in the practicum experience described in other presentations in this symposium.

6. Favorable evaluation on items drawn from the theoretical background on interorganizational relationships and collateral temporary systems, which have been identified in previous studies as being associated with high levels of effectiveness, suggested that the Practicum Committee was a valuable component of the practicum program.

Adaptability/Flexibility

Principals gave their perceptions of how readily their school could adapt to (a) an increase in the length of the practicum (with number of students held constant), (b) an increase in the number of student teachers (with length of practicum held constant) and (c) changes in the role of cooperating teachers. The responses suggested that schools may be able to adapt well to an increase in the length of the practicum and changes in the role of cooperating teachers but less well to increases in the number of student teachers.

The Role of Cooperating Teacher

1. Student teachers and cooperating teachers differed in their perceptions of the extent of involvement of the latter in eight supervisory activities, with cooperating teachers assigning higher ratings in all instances.

2. In completing six-item role ambiguity and eight-item role conflict scales, cooperating teachers revealed moderately low levels of both ambiguity and conflict. Highest ambiguity related to "there is clear explanation of what has to be done," and highest role conflict related to "I do things that are apt to be accepted by one person and not accepted by others."

3. Relatively strong inverse relationships were found between measures of ambiguity and role conflict on the one hand and levels of satisfaction in the practicum program on the other.

4. The roles of cooperating teachers and faculty consultants in the area of evaluation were the subject of attention, with many respondents preferring a balance in favor of evaluation by the former.

IMPLICATIONS FOR PROGRAM DEVELOPMENT

A number of critical issues were identified for consideration by those concerned with program development. Two which concerned field personnel were:

1. How should the roles of the participating personnel—faculty consultants, cooperating teachers, practicum associates, etc.—be defined and what strategies should be used to orient new personnel?

2. How extensive and how formal should the linkages be with other organizations and with individuals having an interest in the practicum or other aspects of the teacher education program? To what extent should these individuals and organizations participate in decision making concerning the practicums and other aspects of the program?

The findings of these studies took their place among information already collected in the Division of Field Services and by other individuals and groups within the Faculty. The last year has seen much activity in areas related to the critical issues set out above. Of particular importance were (1) the large number of workshops designed to clarify the roles of cooperating teachers and faculty consultants and revisions to the practicum handbook which formally defined these roles, (2) a reduced role for the faculty consultant in elementary education in the area of evaluation, and (3) an increase in the number of "regional" placements; that is, placement of student teachers beyond the immediate Edmonton area. The last development necessitated arrangements with school jurisdictions for "external" faculty consultants.

A series of evaluation studies in the Spring of 1979 provide an opportunity to assess the impact of changes during the last year.

CONCLUSION

This paper has examined selected aspects of program evaluation which have involved or concerned field personnel. Consideration was limited to the practicum component of the teacher preparation program. There has also been extensive involvement of school-based personnel in other studies during the two-year period, notably in an investigation which focused on the skills of beginning teachers and the perceived effectiveness of preparation programs (Ratsoy, McEwen and Caldwell, 1979). In general, however, it was apparent that extensive involvement of field personnel, using a variety of research methodologies,

was essential to the success of the evaluation effort. Moreover, setting aside the value of the information collected, Faculty and field personnel alike welcomed the opportunity for the latter to become more closely involved in the process of teacher education.

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